

Attachment A

The API as an Additional Indicator: How to Demonstrate Progress

During the NCLB Liaison Team meeting on February 4, 2003, members voiced the concern that requiring a one-point gain on the API as the other indicator for AYP purposes would unfairly penalize high-scoring schools that otherwise easily meet their AYP mathematics and English language arts targets.¹ This could result in what the NCLB Liaison Team views as an inappropriate identification of these schools for program improvement.

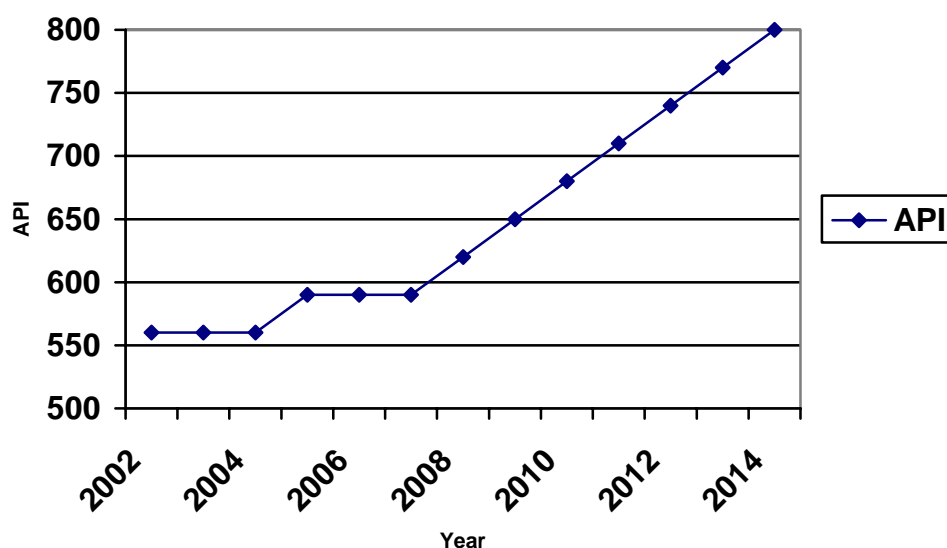
In response to this concern, staff developed an optional approach for defining progress that would consider both absolute API scores as well as API gains. Schools could meet either one of the following criteria to demonstrate progress on the API for AYP purposes:

- 1) Have a one-point increase from its base to growth API **or**
- 2) Meet an API status target that increases over the twelve-year period in a manner equivalent to the proposed schedule of AYP targets in English language arts and mathematics.

These criteria would also be employed whenever the “safe harbor” provision is invoked.²

The proposed schedule of API status targets is:

| Year | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| API | 560 | 560 | 560 | 590 | 590 | 590 | 620 | 650 | 680 | 710 | 740 | 770 | 800 |



¹ See critical element 1.1, page 7; critical element 7.2, page 43.

² See critical element 3.2, page 25.